**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:**  **The Envision Lesson: 8-5/ Problem Solving** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) Some students will “shut down” when told that the lesson concerns problem solving. Many students don’t know how to begin to think about the problem. * How will you prevent these failures?Use real life examples without numbers. * What will you do to maintain consistency? Use proper vocubaluary * How will you know if it is working? Students will appear engaged. |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know. What problems do you face in life? What decisions do you have to make? What are some strategies you use to solve problems? Pair/share ideas* * *Interactive Math Stories. Use real life examples given by students.* * Math Journaling. Have students write down one example. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? “Working Backwards”: State that this means starting at the end of the problem and going back one step at a time. Use an example: John went from his home to the cleaners. Then he went to the grocery store and then to the library. He traveled a total of 10 miles. It is two miles between the cleaners and the grocery store. It is 5 miles from the grocery store to the library. How far is it from John’s house to the cleaners? “To work backwards here means to start at the library and “walk backwards” to the grocery store. 2. How will you provide multiple opportunities for vocabulary to be used in context? First, use another scenario with a “work backwards” solution. Also, have the students make up their own scenario. Finally, find examples in your class and school of working backwards. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Blank “Town” map; toy cars and colored pencils. 2. Will each student have enough materials to model the problems? No.   -If they do not, will you have them pair up or adjust the problems? They will work in pairs.   1. Where will students record their work during this phase of the lesson? In their math journal on a page facing the map. 2. How will you check for understanding during this phase of the lesson? Direct observation of their responses to directions and commands; check for correct answers. 3. Will you use the *Extend? Yes; invite students to create their own scenarios and problems. Pair Share and share with class.* 4. Will you use the *Link to Investigations*? No. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD)   + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   Document camera : Use to display student-created examples and foster discussion.   1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? Math journals 3. If most students are struggling during this phase of the lesson, what will you do? Reteach with other examples.    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes, assuming that students have demonstrated adequate understanding. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Practice worksheet/ odd numbered problems and odd numbers of Problem Solving 2. Where will students record their work? On the worksheet 3. Will you collect, grade and record the independent practice? Yes, however, initially we will correct and discuss and share in class and explore understanding. 4. How will you check for understanding? Dialogue with students during correcting; Quick Check the following day. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? Yes | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text) Use at the end of each topic.   + *Item Analysis for Diagnosis and Intervention. Yes. Use to identify problem areas for reteaching whole class. Quick check used for differentiation.*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction. Small groups pulled out for reteaching based upon Quick Check.*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment. See above (some Practice and some problem solving from textbook. * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? Yes. Graded for substantial completion, not correctness. 2. Will you discuss homework? Is so, when? Yes. Next morning first thing. | |